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ABSTRACT

This book analyzes an intercultural project undertaken by French and English 14-year-olds based on an exchange of materials created by the pupils and focused on the topic of law and order. The project was based on a view of learning as a dialogic process in a more meaningful way than is often the case in foreign language classrooms. Chapter 1 provides a comprehensive overview of what is meant by dialogic learning and how this specifically refers to language and culture. Chapters 2 and 6 focus on the project itself and give a description of what took place and consideration to how such a project might be realized in the current educational climate in England and France. Chapters 3, 4, and 5 provide cultural perspectives on the materials produced, including an in-depth analysis of the texts; investigation of possible external textual influences; and an analysis of the pupils' comments in interviews about the project, which allows access to their images of law and order and their views of the intercultural activities in which they were participating. Chapter 7 is a conclusion, explaining the dialogicality of the products, process, and the project. An index, 173 references, various diagrams and illustrations, and 6 appendices are included. (KFT)